



PRIMARY/INTERMEDIATE

Objectives Students will be able to: (1) identify specific places in their environment where litter exists; (2) *hypothesize* the most effective places for containers. Students will improve their ability to *analyze maps*.

Method Students *follow oral directions* to place litter on a map. They cut out objects and draw pictures of environments with litter. They *analyze and explain* the most effective places to put containers. They *interpret symbols* on a map and locate placement of objects using letters and numbers.

Duration: three class periods and possibly extra time outside the classroom schedule

Setting: classroom, playground, community

Subject: Social Studies

Curriculum Reference: 5.1, 5.3

Preparation Before initiating the activity read over the two options (for younger students; for older students) and decide if one or both

are appropriate for your class. Supplies needed are: pencils, drawing paper and rulers.

Vocabulary container, litter, map, symbols

Handouts *The Park; Litter In The Park; Litter Lanes*

Procedures

FOR YOUNGER STUDENTS:

1. Give each student the handout, *Litter In The Park*, and have them cut out the five items of litter; either have them cut along the dotted lines or have them cut out the object directly, depending on their abilities.
2. Give students the handout, *The Park*, to lay beside the objects they just cut out. Tell students to pretend they are litterbugs. Have them follow these oral directions:
 - a. Place the paper *below* the sandbox.
 - b. Put the aluminum pop can at the *right* of the rocking horse.
 - c. Place the glass bottle *in* the pond.
 - d. Put the potato chip bag *above* the swing.
 - e. Place the plastic milk jug at the *left* of the tree.

Ask these questions. How does the playground look? What could be some reasons why children or adults might litter these items at a playground?

3. Tell the students to cut out the two trash cans from the handout, *Litter In The Park*. Ask them to place the trash cans anywhere in the park where they think people will use them and glue the trash cans there. Ask students why they chose to put the containers where they did. Discuss and share their pictures.
4. Give each student a sheet of drawing paper. Take the children out to the playground at school and have them draw a map of their playground, placing the playground equipment in its correct place. Next they should walk around the playground and find where there is litter

2 MAP OUT LITTER

and place an “X” at all the areas on the map where they found litter.

5. In the classroom, discuss where students found litter. (Help students recognize that litter is found where people are or were at one time.) Ask children where they would place two trash cans on the playground; or, if there are already trash cans on the playground, ask them if there would be a better place for them. Conduct a cleanup of the playground.

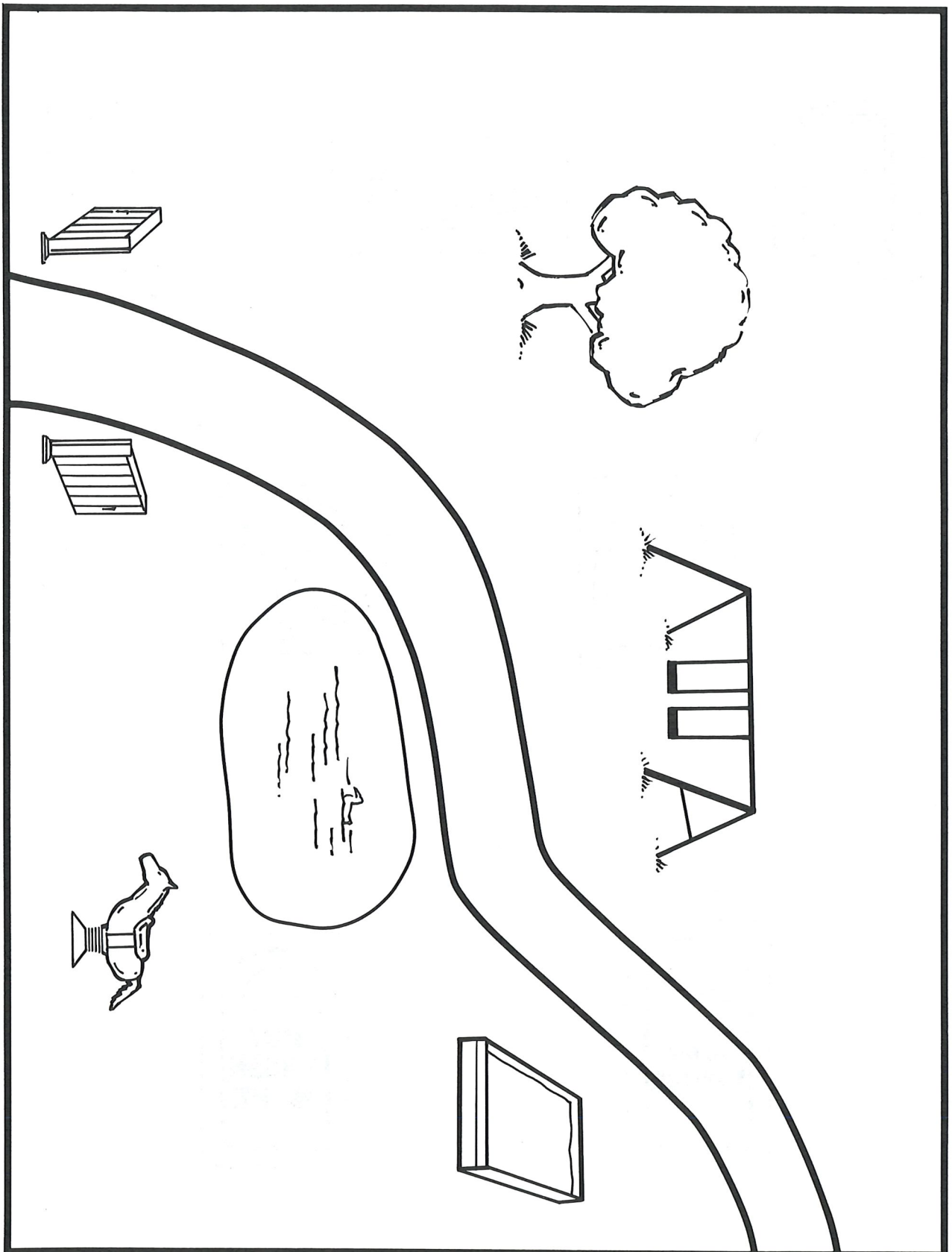
FOR OLDER STUDENTS:

1. Give students the handout, *Litter Lanes*. After completion, discuss answers with them.
2. Have class or school club “Adopt-A-Block” or neighborhood within a designated area of the community. Make a classroom map of this area and record the following:
 - where litter is found
 - how much was picked up by the class, either on a field trip or after school
 - where containers should be put where there are not any now
 - how long area stays clean after it has been cleaned up

This exercise could also be done using the school playground as in the exercise for younger students.

Evaluation Give each student a sheet of drawing paper and ask them to find an area in their neighborhood (street, park, store, etc.) that contains litter, and draw a map of that place. Place an “X” at spots where litter was found. Have students bring their map to school and share it with the class. Ask the following questions:

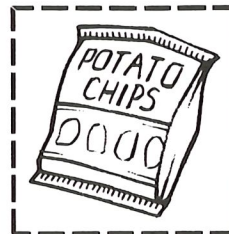
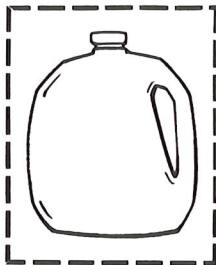
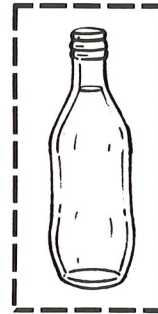
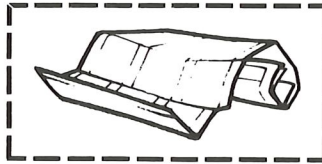
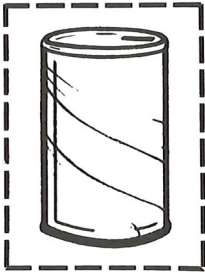
1. Where is this place?
2. What is in your map?
3. Tell where you found litter.
4. Is there a trash can in the area? If not, where would you put one?

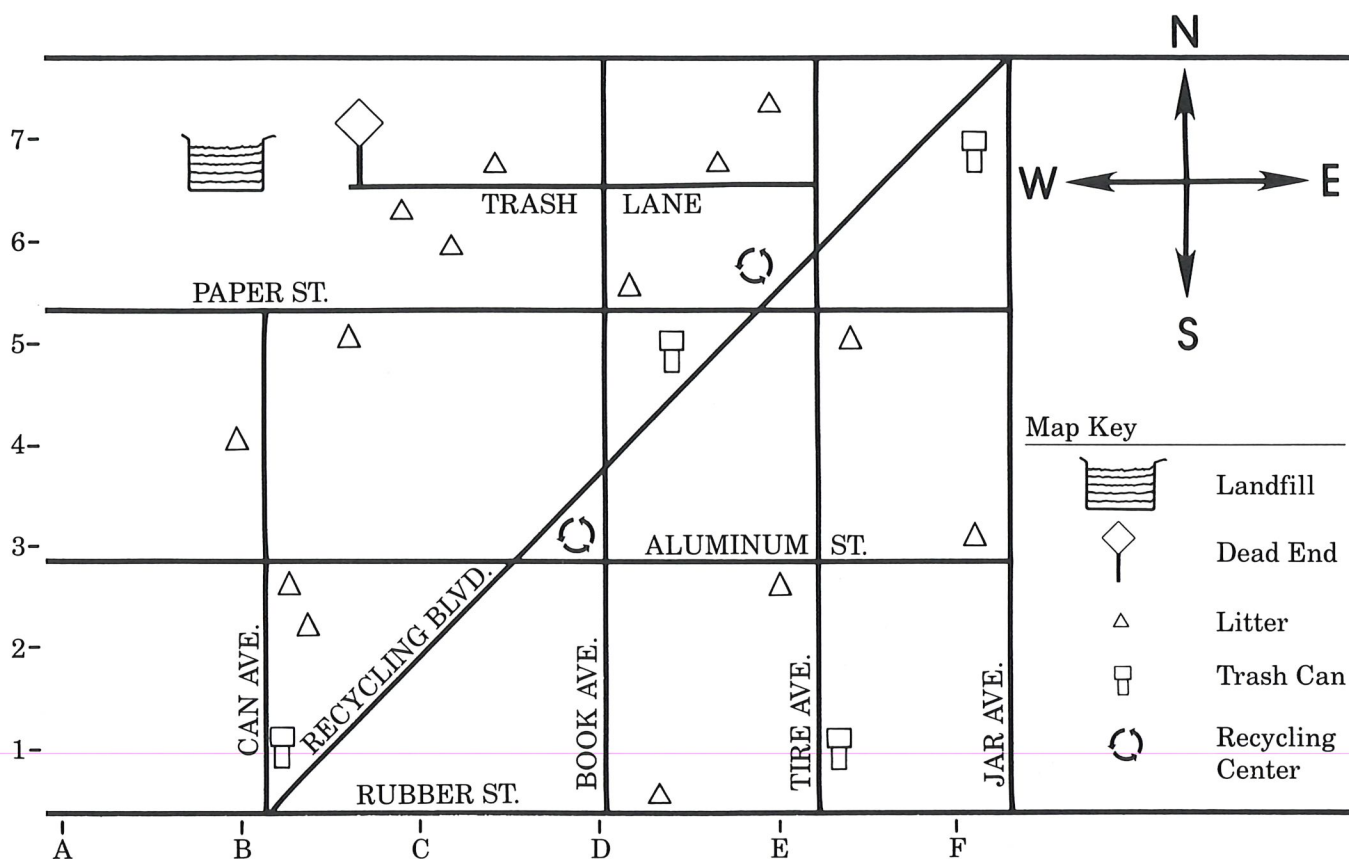


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MAP OUT LITTER

LITTER IN THE PARK





- Name the only dead end road on the map. _____
- How many recycling centers are there? _____
- Draw the map symbol for litter. _____
- What is at the end of Trash Lane? _____
- Name the road that runs NE-SW. _____
- Match the *Material Street* with its *Product Avenue*. Draw arrows from streets to avenues they match.

Glass St.	Book Ave.
Rubber St.	Can Ave.
Paper St.	Jar Ave.
Aluminum St.	Tire Ave.
- Name the only litter free road. _____
- Why is it litter free? _____
- What is located at coordinate 7-F? _____
- Identify by number and letter where the two recycling centers are located.
